WELLESLEY COLLEGE NEWS

WELLESLEY, MASS., NOVEMBER 16, 1911.

VOL. XX No. 7

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VOL. XX. WELLESLEY, NOVEMBER 16, 1911. No. 7

FIELD DAY.

Wellesley was at its best on Field Day this year, for in the morning, at least, it was fine, and just cold enough to be invigorating to the players, and yet not freeze the onlookers. Sharply at 9.45 the line of march came on to the field, the Seniors first, gay with bright red paper muffs, rather appropriate for the chilly weather; then the Juniors with blue automobile hoods and ruffs; next the Sophomores, a lively group with white caps and lavender bows and fichus. Last, but not least, that is in voice, came the Freshmen with startling green neck bows and rattles which they shook with great effect at any pleasing play on the part of sister-class.

Marching, singing, cheering and smiling, they all made an enthusiastic audience for the exciting games to be played. These began with tennis between the teams of 1912 and 1913. Before that was finished basket-ball and hockey began, Seniors against Juniors in each case. At the end of the first half hockey stood 3 to 1 in favor of 1912, and basket-ball 22 to 16 in favor of 1913. But the score only served to urge on each team to renewed efforts in the second half. At the finish, 1912 had won hockey with a score of 4 to 1, but 1913 had gained the victory in basket-ball, after a strenuous fight, with the score 48 to 32.

Perhaps the most thrilling moment of the day was when the runners of 1912 and 1914 came on to the field. 1914 was leading by ten feet, but after making a most spectacular gain of about fifteen feet, 1912 came in ahead. The interest now centered again around the tennis courts, where the final games were being played, two doubles, and one single, all of which 1912 won.

At a quarter to twelve, after all the games had been played, everybody gathered around the table where the cups and W's were displayed. Martha Charles, president of Athletic Association, first presented the cups. The Field Day cup went to 1912, the total number of points adding to 27; the Juniors scored 25. The individual sport cups were then given as follows: Archery, 1913; basket-ball, 1913; golf, 1912; hockey, 1912; running, 1912; tennis, 1912. The W's were next awarded on a basis of skill, amid loud cheering and clapping.

ARCHERY: Gana Balabanoff, 1912, Helen I. Davis, 1912, Helen Hutchinson, 1913.

BASKET-BALL: Elizabeth Allbright, 1912, Abby Brooks, 1912, Marjorie Cowee, 1913, Helen Brant, 1913, Josephine Guion, 1913, Elizabeth McConaughy, 1914, Kathryn Schmidt, 1914.

GOLF: Marguerite Staats, 1912, Lucy Roberts, 1912, Lois Kendall, 1913.

HOCKEY: Katharine Bingham, 1912, Marjorie MacKillop, 1912, Agnes Andrews, 1912, Gertrude Clarkson, 1912, Elizabeth Brown, 1913, Florence MacCreadie, 1913, Helen South 1913, Anna Reeder, 1914, Ruth Rowland, 1914.

RUNNING: Bernice Bailey, 1912, Mildred Washburn, 1912, Lucille Bachman, 1913, Louise Elliott, 1913, Almeria Bailey, 1914, Maryfrank Gardner, 1914.

TENNIS: Elizabeth Blaney, 1912, Louise Walworth, 1912, Martha Charles, 1912, Gladys Dowling, 1913, Gladys Dowley, 1914.

AN INVITATION.

Mr. Henry James tells us that the distinctive mark of a cultivated mind is—intellectual cordiality. The provincial mind he describes as tightly shut against the free circulation of ideas. There are many students at Wellesley who are interested in suffrage and many who are not. Both these groups of students will undoubtedly be glad to show intellectual cordiality toward a movement that so vitally affects women, to show that openness of mind which will cause them to desire to know the reasons why women like Miss Jane Addams believe that suffrage will be a help, especially to our wage-earning sisters and to mothers in the slums, as well as to those more fortunately placed. We college women cannot be indifferent to the interests which concern women; before we decide whether we shall stand for or against suffrage, let us all know more of the facts.

An opportunity for knowing some of the facts will come next Monday evening, November 20, when Dr. Anna Shaw will speak in College Hall Chapel at 7.30 o'clock. Dr. Shaw is the President of the National Women's Suffrage Association, is a delightful speaker, has addressed great, enthusiastic audiences of men and women in England, and will be able to tell us of the work which college women have been so influential in aiding in the recent campaign in California. Dr. Shaw has just returned from the National Suffrage Convention in Louisville, where she, Miss Jane Addams and Miss Thomas, president of Bryn Mawr College, were the three principal speakers. You are cordially invited to hear Dr. Shaw.

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THE SUBURBAN CHILD.

LECTURE BY MRS. ANNA ROBERTSON BROWN LINDSAY.

A genuine discovery, made by Mrs. Lindsay, author of "What is Worth While" and other books, and member of the Board of Trustees of Wellesley College, was brought before the members of the Education Department on Thursday afternoon, November 9, in the form of a lecture on the "Suburban Child."

Mrs. Lindsay had always thought, she said, that only two types of children existed—the country child and the city child; when she discovered a third type, that of the suburban child, she discovered child life under unique and exceptionally stimulating conditions, which has neither been written nor talked about, but which is in need of thorough, intelligent watchfulness.

The suburban class is a highly selected class. In the reaction from the city movement, only the most successful and intelligent have been able to retain their city connections and advantages and still have the air and sunshine of the country. Yet with the obvious advantages of a skilled and prosperous parentage and of country conditions of out-of-door life, suburban child life is singularly in need of protection and of the best possible outside influence. The reason for this need is the fact that the suburban child is for many hours of his life practically a fatherless child. With the departure of the fathers of the town to their business in the city every day, that regularity of family control which stood for the best interests of the republic is in danger of being lost. In addition to this fact, the freedom of the suburban child, greater than either the comparatively neighborless, hard-working country child or the child of the congested city possesses, increases the importance of control. Soda-water fountains, moving-picture shows, garages and automobiles, roller-skating, ball-playing, all present varied and invidious attractions toward lawlessness.

No one force can guide the suburban child safely among these attractions. Home, school, town, church must work together for the control of conditions. To deal justly by the child, the individual point of view must be changed in educational matters, as it has been in so many others, for the social.

The civic spirit of the town, the intellectual and sympathetic fiber of its officers and boards, the social and controlling character of the church and Sunday-school, high standards of public amusements, clubs and playgrounds, trained and responsive librarians—these public and social forces, in unison with the school, exert an immense influence for government and for good citizenship upon the life of the child.

But, important as the social aspect of the question is, the individual one must not to be lost sight of. An intellectual and concerted plan for control between the father and mother, constant study and consideration of the individual talent of the individual child,—these things, given the great amount of time and talent which it is usually possible to find and organize in a suburban community, and co-ordinated with the social forces, will ultimately make of the suburban child a great source of strength to the nation.

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Margaret Law, 1912 Marjorie Sherman, 1912
Helen Logan, 1913 Sarah Parker, 1913
REPORTERS.
Carol Prentice, 1913 Kathlene Burnett, 1913
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ASSOCIATE BUSINESS MANAGER, Josephine Guion, 1913
ASSISTANT BUSINESS MANAGER, Ellen Howard, 1914
SUBSCRIPTION EDITOR, Dorothy Blodgett, 1912
ALUMNÆ EDITOR, Bertha March, 1895
ADVERTISING BUSINESS MANAGER, Bertha M. Beckford, Wellesley College.

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All literary contributions may be sent to Miss Muriel Bacheler, Wellesley College, Wellesley, Mass.

All items of college interest will be received by Miss Cathrene H. Peebles, Wellesley College, Wellesley, Mass.

All Alumnæ News should be sent to Miss Bertha March, 394 Massachusetts Ave., Boston, Mass.

All business communications should be sent to Miss Frances Gray, Wellesley College, Wellesley, Mass.

Subscriptions should be sent to Miss Dorothy Blodgett, Wellesley College, Wellesley, Mass.

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EDITORIALS.

THE COLLEGE: AN UNDERGRADUATE VIEW.

In the Atlantic Monthly for November, the above title is given to a keenly critical and constructive article, by an undergraduate, of astonishing acuteness and equally amazing purity of style and diction. The tendency of the college to grow less rather than more democratic, is, he believes, the root of its inadequacy in inspirational preparation for life. The present social situation emphasizes the "extra-curricular activities"—our old friend, non-academic interests—as the superior field of distinction. To the "socially fit" such distinction accrues; to the "unpresentable" alone does the field of scholarship appeal as a means to the attainment of honor. Therefore, the administration must seek a higher standard of scholarship, not primarily through change in curriculum, but through curtailment of the over-emphasis upon extra-curricular activities and circumscription of the undemocratic institutions and tendencies of undergraduate life.

Emphasis upon scholarship is, however, in no sense advocacy of mere pedantic bookishness. With optimistic faith this interesting undergraduate interprets the new spirit of the colleges as the "union of the humanistic spirit with the scientific point of view." This new spirit is fourfold: (1) democratic, in that it gives to the student knowledge of the strength and capabilities of men and the "broadest possible sympathy with human life as it is actually lived to-day;" (2) scientific, in that it reveals to the undergraduate the "forces that build up human nature and sway men's actions;" (3) critical, in that, by a gradual progressive process it teaches him to "test and weigh and prove;" (4) enthusiastic, in that it gives men a "keen desire for social progress," an impulse and power to "knit scattered ideals and timorous aspirations into a constructive whole."

Our undergraduate critic places this inspirational value above all material of knowledge, above all details of curriculum. Professors, thus endowed with the power to inspire, are the supreme need of the college. The undergraduate of to-day demands in a professor "a man, and not an intellectual specialty"—one who passes on, not dead knowledge, but knowledge that is vital, that "he has assimilated and read into his own experience, so that it has come to mean more to him than almost anything in the world."

NUISANCES?

"Well-intentioned, high-minded nuisances"—a wholesome phrase, this, that the writer chanced upon the other day. Thereby hangs a tale and on the tale a moral. Once, not many days ago, the editor was possessed by an enthusiasm for an ideal. And, because of this vision of an ideal state she sought a swift and magic transformation thereto, like the fakirs at the county fair, "tintypes finished while you wait." Of a sudden, the dream vanished in the clear light of the reasonableness of things, before the realization that things happen in this world of ours, not by magic, but by progress—that the ideal is but the evolution of the practical. In that hour, the seer of this particular vision knew that, unless she chose to join the company of the "well-intentioned, high-minded nuisances" she must temper her enthusiasm for the ideal by a sane, sure reckoning with the actual and the strong, deep root of her convictions in the progressive power of a purpose that begins at the beginning and not at the end. Then, in that same moment, she remembered a bit of pre-collegiate history—remembered that in

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preparatory school days a certain class—her class—had chosen for its motto: "Pas a pas." With the other phrase as a warning, with this as a guide, she felt ready to press on in the pursuit of the ideal—"step by step."

TEN MINUTES BEFORE OR TEN MINUTES AFTER.

Clang! Clang! Clang! At ten minutes past eight! Why, we're still holding our ears with the dreadful din of the breakfast bell, and the last sleepy straggler is still in the dining-room. How CAN we get to chapel? To be sure, there's the ten minutes before vanished into space. But think of the ten minutes after—think of the leisurely visit to the bulletin board, the pleasant chat with your friends, the pleasantness of an unflurried walk to Mary Hemenway Hall! Think of the chance it gives to cheer comfortably and enthusiastically and to the finish. Even the unfortunate with a nine-o'clock at Stone need no longer stifle her class spirit. Of course what we gain at one end we lose at the other. We can't "eat our cake and have it, too." So, just for the present, let's exercise a little self-discipline and expeditiousness and give the new plan a fair trial. Wait until after Christmas before you pronounce final condemnation, or final approval. But, in the meantime, go to chapel—try it! Ten minutes before, or ten minutes after—that is the question. We can be trusted to have sufficient openness of judgment to leave it a question for a space.

LECTURE GIVEN BY MISS COMAN.

Miss Katharine Coman of the Economics Department opened the work of the Junior Bible Study Classes by a lecture on "The Personality of Jesus," in Room 235, College Hall, Wednesday, November 8th, at 8 o'clock.

Miss Coman gave the schedule for similar lectures, to be delivered during the year to the combined classes, as follows:

December Subject: "Christianity and Womanhood," Miss Coman.

January Subject: "The Kingdom of God and the Socialist State, ' Miss Scudder.

February Subject: "Christianity as the Breaking Down of Race Barriers," Miss Balch.

March Subject: "Christ's Death as the Fulfilment of His Life," Miss Coman.

It was also stated that the text-book to be used is Jenks' "Social Teachings."

IMPORTANT NOTICE.

There is no possible excuse for any girl saying she does not know about the Student Building fair, which will be held at the Barn on Monday, November twenty-seventh. So far there has been very little material handed in. Please get to work and help make the fair a success. Do not say "No one has asked me to make anything," for we have asked you for contributions at Student Government meeting and at individual class meetings. We have also made a personal canvass of each house once. Of course many girls were not in their rooms, but that was not our fault. We are doing all we can, and we want you to help. Talk about the fair to your families, invite your friends to come, and, above all, help us keep alive the interest in our Student-Alumnæ Building.

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COLLEGE CALENDAR.

Thursday, November 16, 7.30 P.M., College Hall Chapel, lecture by Mr. Inazo Nitobe on "Political and Social Conditions of Japan To-day."

Saturday, November 18, at the Barn, Sophomore Promenade.

Sunday, November 19, 11.00 A.M., Houghton Memorial Chapel, Dr. O. P. Gifford.

7.00 P.M., vesper service. Address: "What the Community Expects of the College Graduate," by Albert P. Fitch, President of Andover Theological Seminary.

Monday, November 20, 7.30 P.M., College Hall Chapel, address by Dr. Anna Howard Shaw.

7.30 P.M., meeting of Deutsche Verein.

7.30 P.M., meeting of Education Club.

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COLLEGE NOTES.

On Saturday, November 4th, Professor Colin and the staff of the Department of French had the honor of entertaining M. Gustave Lanson, the distinguished Professor of French Literature at the University of Paris. Luncheon was served at the Inn, after which M. Lanson visited the principal points of interest on the campus, including Mary Hemenway Hall, where a class of Special students, going through graceful drills, won his approbation, as, also, a class in anatomy busy at their laboratory tables.

ARTIST RECITALS.

The Artist Recitals will be given as announced on the following dates:

December 4, 1911,	THE KNEISEL QUARTETTE
January 22, 1912,	CARMEN MELIS
March 4, 1912,	JOSEF SHEVINNE

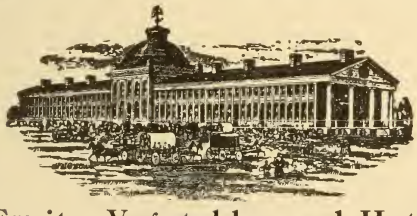
Notice of office hours for assigning seats will be sent to each person who ordered reserved seat tickets.

Those who ordered (and have paid for) admission tickets will receive their tickets by mail on or before November 30.

There are still some good seats left for which orders may be sent to Miss Wheeler.

NOTICE TO ALUMNÆ.

We cannot see you personally, so we have to depend on the NEWS to take you our message. We are asking for your support at our fair. Send us anything that you can. All articles joyfully welcomed at 433 College Hall. EDNA SWOPE,
Chairman of Fair Committee.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I.

I wonder whether the girls who cut their call-outs in sports, realize that they are making their class suffer for their own selfish convenience. It hardly seems possible that anyone would stoop to this, but the fact remains that technically 1912 had two points off her field Day score and 1913 had six, from defaults in tennis. Just stop to think about this for a moment and then don't sign up for a sport when the lists are posted, unless your sense of personal responsibility toward your class—not to mention your self-respect—is great enough to keep you faithful to the requirements of your sport. Let's all have a clean score and a clean conscience next Field Day. MARTHA CHARLES, 1912.

II.

There has been so much noise lately in College Hall during recitations, that the question has arisen whether we should have Senior proctors in center during the entire day. If quiet cannot be gained in any other way we must have it even at this great expense of time and energy on the part of the unfortunate Seniors; but it seems to me we are losing sight of the principle of Student Government if we cannot govern ourselves, but must have it impressed upon us every minute of the day by some one in authority that "There are others." The regular proctors in College Hall are working their hardest to keep it quiet during recitations as well as during the evening, and won't you all help us to have it quiet immediately at the ring of the second bell, and to refrain from laughing, singing, or whistling, either in corridors or in the rooms during recitations?

(Signed) A COLLEGE HALL PROCTOR.

III.

Doesn't it seem a bit unneccessary to put chapel at an hour which tends to make our shamefully small attendance even smaller? Household duties will keep Eliot and Fiske girls away and the system of getting into breakfast at ten minutes of eight in the campus dormitories can hardly be revised on two minutes or rather two days' notice. Of course, the two classes which were occasionally a minute and a half late can arrive on time, and we shall have ten minutes longer to ruin our voices by cheering and make College Hall a great deal noisier than it already is at five minutes of nine. But with all its inducements the plan can hardly be said to work for the best good of the most people. 1912.

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POMANDER WALK" A HAPPY LAND.

"If you would dwell in the Land of Happiness," says the Sage, "go and see 'Pomander Walk.'" Great crowds of playgoers have been heeding his advice this week, and the Plymouth Theater in Eliot street, near Tremont street, Boston, is being packed at all performances. For the two hours and a half of this delightful comedy, there is nothing to cause a frown, a blush or a boresome moment; as the Boston Transcript truly says, "'Pomander Walk' is all charm." It takes you completely out of yourself and into the fairyland of romance and charm, the same being a queer little London byway or walk, ruled by a crotchety old Admiral and containing some of the oddest, most eccentric humans that ever donned shoe leather. There are four love stories going on in the tiny Walk, and in the love affairs of Marjorlaine and Jack, of Barbara and Basil, of Lucy Prior and Lord Otford, of Mrs. Poskett and Sir Peter you get as deeply absorbed as if you were their very next-door neighbor. At the end, when the curtain rings down, it doesn't seem like an ordinary play at all, but as a kind of joyous holiday, far, far off from the realm of your business and your cares. And probably not until you get home will you take the trouble to appraise and analyze the really fine work of the all-English

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cast which caused you thus to lose yourself in "Pomander Walk." In view of the universal appeal of Mr. Parker's comedy not only to Bostonians, but to New Englanders generally, Manager Fred Wright of the Plymouth Theater is taking special pains to attend to the requirements of out-of-town patrons. Mail orders addressed to him, accompanied by check, will be promptly filled. All seats in the house are numbered and reserved, and the prices are from 50 cents to $2.00 according to location. Performances are given every evening and Wednesday and Saturday matinees. As the crowds are setting so strongly towards the Plymouth, which is Boston's newest and most beautiful theater and it is likely that the late buyer's choice of seats will be limited, patrons will find it to their interest to mail their orders at the earliest possible moment.—Adv.

PRIZE COMEDY CONTEST AT THE BIJOU THEATER.

One act comedy contest, $100 first prize; $50 second prize:

The contest opens November 1, 1911 and closes January 1, 1912.

The successful plays will be given production during the present season, the prize payment to be accepted in lieu of the first week's royalty.

The Bijou Theater is to have the right to first bid for further use of the prize plays and for production of any of the other plays.

All manuscripts must be original. Adaptations previously produced will not be accepted.

Manuscripts are to be typewritten, on one side of the page, and accompanied by stamped, addressed envelope.

A play must not exceed thirty minutes in length and must be kept to one setting.

Judges: George P. Baker, Walter Hampden, Francis Powell.

All manuscript should be addressed to Josephine Clement, One Act Comedy Contest, 545 Washington street, Boston, Mass.

THE WRITING OF ENGLISH.

A recent editorial from the Springfield Republican with this title was reprinted in the leaflet published by the New England Association of Teachers of English, for November, because of the "faultiness and flabbiness" of the composition work done in schools and colleges, because of the need of emphasizing the "sort of teaching that makes thought virile, rather than that which makes form perfect."

The NEWS is allowing itself the privilege of again reprinting this editorial, believing that the subject will be of great interest to many readers, and that the tocsin "clear thinking makes clear writing" cannot be too often sounded for Wellesley's advancement.

It would be, if taken literally, alarming news that the French are losing the ability to write their own language with skill. For if the art of writing is decaying in France, where style and taste are native, what hope is there for the rest of the world? Possibly the case is not so bad as it seems to the distinguished French critic, Emile Faguet, who, in the Revue des Deux Mondes, gives a deplorable account of the younger generation. The young cubs are not apt

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to seem promising to the old lions, and M. Faguet has been a literary lion for more than a quarter of a century. It may be that some of the least hopeful and most unlicked of the lot will be roaring loudest when the new century has got its growth; the youthful Balzac, for example, would have been of scant comfort to a pessimistic academician of the early 19th century. But taking M. Faguet's word for it, we need not suppose that France is in any immediate danger of becoming as slovenly as America or England in the use of the native tongue. For that, the process of degeneration would have to go on for a long time, and the neat conversational habits of the French people must be a potent correction to negligence in prose. Very likely the symptoms of which the critic complains are still so slight that they might escape the notice of a less sensitive observer, and it is to be hoped that once detected they will be effectively met. The world has need of France as a salutary model of style.

But the point of special interest to educators in this country is that this acute critic does not look for a remedy to more exigent and prolonged drill in writing. Such drill has been the ordinary American remedy, and on the face it seems plausible. Do our boys and girls write badly? Then make them practice writing till they can do it well. It is the practical common-sense way of approaching the subject, and up to a certain degree it works. But the case is not quite so simple as it seems. Writing is not a detached single process like operating a typewriter or adding columns of figures. The stenographer gains nothing from having a nice touch for Chopin, or not enough to make him begin his studies with a musical education. The accountant can add no faster for a mastery of sines, tangents, and logarithms, or not enough faster to pay for prolonged delving in higher mathematics. But writing prose is not merely manipulating a pen or arranging words in neat sentences and paragraphs. It is mainly the adequate expression in conventional forms of thoughts that have already taken shape in the mind, and the education that produces clear, vigorous thinkers will make good writers even though rhetorical training be neglected. Whereas training in writing, without the proper conditioms for producing good thinkers, is pretty sure to be futile.

It can hardly be pretended by the most patriotic, for example, that the increased attention paid to English and to rhetoric in this country during the past quarter century has enabled America to outstrip England in the art of writing. The English have, during the last few years, taken the example of America to heart, and an "English association"

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has lately been formed which has for its principal object the promotion of the study of the vernacular in schools and colleges. It is likely that within a few years English will be as much taught in England as in our schools and colleges. That improvement in writing will be the consequence is by no means certain; it depends very much upon the quality of the general education offered, and the intellectual spirit shown by the rising generation.

There was a time when good Americans felt hopeful that we were rapidly overhauling England. We had classics like Irving, Poe, and Hawthorne, for models of pure prose style, and it seemed only reasonable to suppose that American nervous energy applied to daily themes and the analyzing of Shakespearean plays would give an advantage over an easygoing, negligent country that troubles itself little about grammar or dictionary. And yet the standard of American writing has not been perceptibly bettered, and a candid observer must reluctantly concede that the standard of English work is still higher than our own. It would be easy to name a score or more of living English writers for whom we can offer no equivalent, and the average quality of the work in English papers, reviews and books is perceptibly better in style than our own. It would be absurd, of course, to take this as a demonstration that training in English and the art of writing is useless and should be given up. What it shows is simply that good writing depends upon many factors, and that technical practice, though an excellent thing, is not enough in itself.

Important as it is, and to be encouraged in every way, formal instruction in the art of writing must always be secondary to education for wide culture and vigorous thinking. Good writing is mainly a matter of robust intellectual appetite and digestion employed upon matters that provoke self-expression. A "soft" course tells as fatally in prose style as in anything else; the elective system has perhaps done most harm to the dilettante temperament which might be expected to furnish most of the good writers

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but which needs the rigorous discipline which it is prone to shirk, and under the new education does shirk. Some doctors are telling us that Americans eat too much sugar; at all events, the training table of an athletic writer ought not to be set with a surfeit of literary sweets. The doctrine that the student should do only what he finds interesting works most damage in the field of belles lettres, which can easily degenerate into lazy trifling with current fiction in English and foreign languages. The vitiated style of much of the professional writing of the day is probably to be traced in no small measure to bad literary diet. The writers of fifty years ago may have read less widely, but they were rather apt to be reared on such strong meat as the Bible, the literary masterpiece which has done most for English style. The copious fiction of to-day seems to be written by authors nourished mainly on light novels.

M. Faguet seems to be quite right in his diagnosis; good writing is mainly a question of intellectual fiber. Only practice, to be sure, can give the desirable polish, but a flabby mind can no more take on such a polish than a soft, characterless wood can take on the surface of mahogany. The novelist Gorky remarked some years ago that Maupassant had taught all the young Russian authors to write well. Superficially, perhaps, but what does it matter beside the rough vigor of the older Russian writers? A literature may go bankrupt when technical skill is at its highest, as has more than once been demonstrated in France. But more than this, even technical skill inevitably declines unless nourished from within. It may be suspected that the conditions of which M. Faguet complains are partly the result of the trend of literature in France for a generation past. It would be strange if a time of such highly accomplished triviality did not lead to a reaction. As for America, it is not easy to say what reaction may be looked for from our literary habits—certainly literary overpolish has not been our national temptation. If we have a vice it is the habit of easy reading, which is apt to make bad writing. Education can hardly render a greater service to the average American boy than to toughen his mind to grapple with hard books and to get pleasure from conquering them whether he likes them or not. If his intelligence can once be got actively at work striking out ideas and setting them in order, the problem of expression will almost take care of itself; if indolence and the gratification of the taste of the moment prevail, no number of composition courses will help him to write well. The teachers of English in school and college are doing valuable work, but they are sorely handicapped by the general disposition to make things easy and agreeable for the student, and English itself has come to be so generally regarded as a "soft" subject that any stiffening of it is resented. And yet stiffening all along the line is exactly what is needed; if courses in English fail of the expected result, it is apt to be simply because the student is not leading or trying to lead the intellectual life.—The Springfield Republican.

STUDENT GOVERNMENT ASSOCIATION NOTICE.

At a meeting of the Student Government Association on September 29, 1911, the association voted to place all reporting for newspapers in the hands of a reporter who should be a member of the administration, and appointed by the President of the college. Miss Sarah Woodward has been chosen by Miss Pendleton to fill this position.

In unanimously voting in favor of this plan, the members of the association pledged themselves, as individuals, not to give out any material regarding the college which might, to their knowledge, be printed in a newspaper. The association wishes to remind its members that, in the absence of student reporters, all information for newspaper publication must pass through Miss Woodward's hands.

KATHARINE BINGHAM,
President of the Wellesley College Student Government Association.

IMPORTANT NOTICE. WELLESLEY COLLEGE RECORD.

There has been some confusion in regard to what the Wellesley College Record is. It is a general catalogue issued by the college about once in ten years, giving the name, address and a brief record of every former member of the college. It is similar to the Alumnæ Register issued by the Alumnæ Association, but it lists not merely alumnæ but all former students and all Faculty, both past and present, and it gives fuller information. It is NOT the name for the new combination weekly COLLEGE NEWS with MAGAZINE numbers.

PARLIAMENT OF FOOLS.

ALICE IN FORENSICLAND, OR THE MAD TEA PARTY.

(With apologies to Lewis Carrol.)

Alice walked on till she discovered a table set with a great many places. There were, however, only two people at the table, and they were huddled very close together. Alice supposed these must be the Forensics about which she had heard so much. She was hungry, so she sat down and helped herself to some food.

"Stop that," said the first Forensic, "there's not enough."

"There's plenty," said Alice, "I think you're very selfish."

"But we have to have two sandwiches for every fact we know," protested the Forensic.

"Then," said Alice, "you ought to make more sandwiches.' (Alice had never made sandwiches, herself.) She started to eat and the Forensic bowed his head and wept.

"That's extremely foolish," observed Alice, "look at all the sandwiches there are!"

"Yes," cried the Forensic hotly, "all for Immigrants! Would you like to eat with them?"

"No-o," hesitated Alice.

"Well, they'll be here in a minute, Chinese, Japanese and Italian. Mostly Chinese," he added, after a pause.

Suddenly the second Forensic jumped up, and started to walk around the table.

"Why do you do that?" asked Alice.

He started to run, and the first Forensic shook his head, sadly. "He's resolved that Moving Picture shows should be abolished," he explained, "and he has to keep moving to keep up with them."

"I really think," said the moving Forensic, "we'd better all move. Here come the Immigrants."

The first Forensic turned to Alice, "Do you Boston?"

"I'm afraid not," she said.

"What!" they both cried, "and you dared approach Forensic land? Why, even the Immigrants Boston."

At this, the Immigrants rushed up, gesticulating violently. Alice thought them the most peculiar looking Immigrants she had ever seen. They were all dressed in yellow, and their dresses were fastened at the sides with huge brass clamps. They circled around the bewildered girl, and, dancing, sang the following song:

"Oh, can you dance the Boston,
Can you dip and gently rise?
Can you do the Detroit Boston?
If you can't, I'm most surprised!
Each Forensic that's created
Has a Boston atmosphere,
Every writer glideth over
What she ought to make most clear.
Can't you Boston, Boston, Boston?
My, you're really not in style!
If you Boston, you can scribble,
Pass with Credit, and a smile."

LUCILE D. WOODLING, 1914.

A FORENSIC.

Latin and Greek should be required
To enter Wellesley College—
(Why they should enter, being in,
Is quite beyond my knowledge!)

They are very good for training in
Thought differentiation—
(Dear me, though, it is very dull
To do so much translation.)

The classic works are self-restrained
Good culture for the young, I've said—
(It's very seldom they recall
A word that they have read.)

The chapel bell! I fell asleep—
Here is the chair I sat in.
Forensic must be in at noon
I'll cut my Greek and Latin. 1913.

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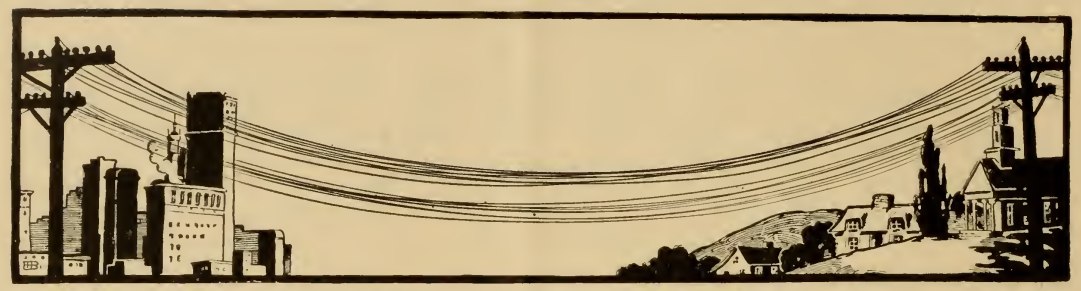

ALUMNÆ DEPARTMENT.

NEWS OF THE WELLESLEY CLUBS.

The first meeting of the Boston Wellesley Club was held at the College Club on October 20. There was a reception by the new officers, followed by singing by Mrs. Lucille Drummond Cecil, 1908, and piano selections by Miss Maud Gesner, a musical student in Boston. About one hundred and fifty of the members were present and the club was glad to welcome as its guests many girls from other Wellesley clubs who had returned to Wellesley for the inauguration of President Pendleton the day before.

The Boston Wellesley Club holds six meetings during the year.

The November meeting will be on the eighteenth, and will be held at Miss May Haskell's School, 314 Marlboro street, Boston, at 3 o'clock.

ELEANOR PIPER, 1908,
Secretary.

The officers of the Hartford Wellesley Club for the coming year are: President, Mrs. Helen Damon Smith, '98, Vice-president, Mrs. Minnie Bocker Briggs, '88-'90; Secretary, Miss Marjorie Merridith, 1910; Treasurer, Miss Mary M. Wilson, 1903; Executive Board, Miss Jane MacMorten, '85-'87, Miss Maud Metcalf, 1900, Miss Grace Bowell, '99-'01.

The program for the year 1911-1912 is as follows:

November 11. Social meeting, hostess, Miss Florence Crofut.

Contributions for the Student-Alumnæ building are due at that time.

January 6. Program and place of meeting to be announced. Hostesses: Miss M. Francis, Miss Hillary.

March 9. Open meeting at Center Church House. "Personal Experiences in Egypt and the Soudan," by John Gordon of Boston, formerly of the Highland Regiment, the "Black Watch." Hostesses: Mrs. Knox, Miss Helen Mason, Miss Marjorie Merridith, Miss Helen Platt, Miss Katherine Wilbor, Miss Williams.

May 25, Elsworth Homestead, Windsor. Hostesses: Miss Wilson, Miss Loomis, Miss Siel, Miss Morgan, Miss Phelphs, Miss Nelson.

MARJORIE MERRIDITH, 1910,
Secretary.

The November meeting of the New York Wellesley Club will be held at the home of Miss Gladys Platten, 585 West End Avenue, on Saturday, November 25, at three o'clock. All alumnæ and undergraduates who may be in or near New York are cordially invited. ALICE R. PICKARD,
Corresponding Secretary.

The Madison, Wisconsin, Wellesley Club held the first meeting of the year, 1911-'12, with Katharine Noble Gardner, 1905, on October 13. The club desires to keep well in touch with Wellesley, to look out for prospective Wellesley students, and to contribute its mite to Alma Mater whenever it can. At the next meeting a few small articles will be made to send to the December sale for the Student-Alumnæ Building Fund.

K. N. GARDNER, 1905,
Secretary.

The officers of the Philadelphia Wellesley Club for the coming year are: President, Mrs. Emily Leonard Carmichael, '89; Vice-president and Treasurer, Mary Adelle Evans; Secretary, E. D. Hoffman, 1909. The first three meetings—those for October 7, November 1 and December 2 will be at the College Club, 1300 Spruce Street. The club will endeavor to aid in some definite interest for the college. MARY ADELLE EVANS,
Secretary.

NEWS NOTES.

'84—Annie J. Cannon, M.A., 1900, has just been appointed curator of the Library of Astronomical Photographs of Harvard Observatory. This is a position of honor and opportunity. It involves the care of nearly two hundred thousand glass negatives of the stars, both chart plates and

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Also, it involves the study of these photographs from which, among other things, the evolution of the stars is being made out, also the appearance of noval, or of variable stars, or of physical systems. Miss Cannon's exhaustive Catalogue of variable stars, also the Classification of Bright Southern Stars from their Spectra with many minor researches have already been published in volumes of the Annals of Harvard College Observatory.

'93—Frances Lucas has assumed the Principalship of the Lincoln School in Providence, Rhode Island. She has started a boarding department in connection with the school which for twenty-two years has had the reputation of being one of the best day schools in Providence. Miss Lucas writes concerning the school: "It is very near Brown University, in the pleasantest residence section of the city. The girls are from the oldest and best families, and the school itself has had a fine reputation for its thorough work and genuineness of ideals. I feel that I am undertaking a splendid work, for there is need of emphasizing the value of those best things that money cannot buy among the daughters of the rich."

In October, Eleanor Green of '92 gave a tea for Miss Lucas.

'96—Cora Stoddard, who is the Secretary of the Scientific Temperance Federation of North America, with headquarters in Boston, was one of the speakers at the Knowlton Temperance Convention at Knowlton, Quebec, last July, held under the auspices of the Dominion Alliance for the Suppression of the Liquor Traffic and the Woman's Christian Temperance Union. Miss Stoddard spoke on the following subjects: "The Open Gate," "Popular Fallacies and how to Meet Them," "Drink and Every-day Work and Play," a Stereopticon lecture, "Old World Lessons," "The Citadel of the Senses," Stereopticon lecture, "Modern Educational Methods and how to Use Them," "The Enemy's Methods," "The New Knighthood," Stereopticon lecture, "Science's Appeal to Manhood and Womanhood," "A Page from Humanity's Bookkeeping," Stereopticon lecture, "Twin Culprits—Alcoholism and Tuberculosis," and "Social Service in the Temperance Reformation."

'09—Helen Legate, a candidate for the Master's degree in June, has just been appointed instructor of French in Agnes Scott College, Decatur, Georgia. Part of Miss Legate's graduate work was done at the University of Paris, under the direction of Professor Colin, to whom report of progress was frequently made through 1910-1911.

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